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ABSTRACT

This bulletin focuses on liberal education for adults and includes an article on the topic and descriptions of seven institutional approaches. In "Creating Successful Liberal Education Programs for Adults," Carol Stoel points out that many adults are seeking a greater understanding of themselves and their world through liberal education programs. The following liberal education programs for adults are described: George Washington University's Continuing Education for Women program, Stephens College's Without Walls program, California State University at Long Beach's Adult Reentry Counseling program, Wesleyan University's Master of Arts program in liberal studies, Indiana University at Kokomo's External Degree Program/Project Outreach, Bunker Hill Community College's Open College Program, and the College of New Rochelle's School of New Resources. The programs range from providing counseling for enrollment in regular campus activities to providing academic credentials for learning opportunities offered by community organizations. Programs at other institutions that have been successful in meeting the educational needs of adults also are listed, and an annotated bibliography provides suggestions to readers seeking further information. (SW)

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Liberal Education For Adults

Adults are participating in higher education in increasing numbers; in 1977 almost 36 percent of all students in American colleges and universities were over 25 years of age. For some institutions, adults have always been a significant portion of the student body. Others, however, have only recently opened their campuses or developed new programs for adults.

The variety of institutional responses to this situation reflects the diversity of goals that adult students aspire to as participants in postsecondary education. As Carol Stoel points out in her essay, many adults are seeking a greater understanding of themselves and their world through liberal education programs. This issue of Forum *describes seven institutional approaches to meet the demands of adult students in liberal education, from counseling for enrollment in regular campus activities to providing academic credentials for learning opportunities offered by community organizations. Of course, other types of programs at many other institutions have also been successful in meeting the educational needs of adults; some of these programs are listed in the* Additional Programs *column. The annotated bibliography provides suggestions to readers seeking further information.*

Creating Successful Liberal Education Programs For Adults

by Carol Stoel
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Adults are not strangers to our campuses. For some time now, they have taken classes with traditional-aged students or have been part of the large population of continuing education students who drop in for classes here and there without any congruity to their programs or their achievements. An increasing number of institutions, however, are recognizing that this is not enough, that they must think more deliberately about what types of educational programs are most suitable for different adult populations.

Empire State College and the University Without Walls program at Loretto Heights have designed new individually-oriented programs. At Barat College the adult student population has grown to 40 percent, and with it has grown

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the total institutional responsiveness to adults on campus. Other institutions have also developed responses to the needs of adult liberal education students. This brief essay will discuss who these adult liberal learners are and what issues should be considered in designing a program to serve their needs.

Who are the adult learners?

The adult learner is usually between the ages of 25 and 38, and in at least three out of five instances is a woman. Perhaps the distinguishing characteristic of these adult learners is their involvement in a number of other activities—marriage, child rearing, work, or community affairs—at the same time that they return to school. These students often cannot singlemindedly pursue their education but must function within a complex situation.

Although the prevailing view in recent years has been that most of these adults are returning primarily to achieve career goals, information gathered from students and administrators in various programs presents a different picture. Career motivation does have some impact but the major impetus for their presence is a desire to explore the liberal education program. When students at Brooklyn College, Clark University or similar institutions are asked about the reasons for returning to school, they often answer that they are seeking greater self-knowledge, life skills, and an understanding of the world. Many feel that only through the liberal arts will their significant questions be answered.

If one looks at this phenomenon in light of adult developmental literature, a pattern emerges. The research shows that one of the major driving forces throughout adult life is the need to gain greater control of one's destiny and to actualize one's full potential. It is not surprising then that as soon as the opportunity arises, adults attempt to fulfill this primary need. Whether, in fact, education can do all that they expect is unclear, but their faith in the system remains.

Despite this strong motivation to return to college, these same students are often underprepared to face the demands that are placed on them. Many read and compute at an eighth or ninth grade level and need serious help with basic skills before they can begin to master college programs. These problems are compounded by the fact that many adult learners have been out of the classroom or learning situation for some time. They are in need of a sensitive orientation and support structure if they are to survive.

How can the gap be bridged?

The availability of counseling and support networks is essential for the successful orientation of adult learners. Because reentering adults, especially women, often suffer from a lack of confidence, concern over problems of finances, childcare, transportation, and family hostility toward their new involvement, a supportive network is very important. In the development of a reentry program for Chicanas at San Jose City College, these issues had to be resolved before adults could flourish in the learning environment.

The orientation and counseling process can take many forms—a one-to-one relationship with a mentor, faculty person, or peer, or a group situation led by either a counselor or specially-selected faculty member. Different models work in different environments, with choices usually based on funds and types of staff available to do the job. In most cases students receive a few credits, before or after matriculation, for these orientation sessions. The sessions cover the range of problems adults face, from personal concerns to those pertaining directly to academic success. One of the most important aspects of the process is an opportunity for career and life planning.

Credit for experiential learning: What role does it play?

Students often prepare prior learning portfolios during the orientation. Portfolios can include a variety of testaments such as reports or manuscripts, autobiographies, references from employers, and other materials developed with the advice of the mentor to illustrate the depth and breadth of the students' competence. Educational institutions can then use the portfolios in assessing credit for the students' experiential learning. Sometimes this personal evaluation process is put off until after the student has made preliminary adjustments to college and is able to use the portfolio to help design a learning plan that takes into consideration both skills and interests of the past as well as a realistic appraisal of what the college experience can provide.

The significance of the portfolio and similar processes has proven to be much greater than the credits received. Particularly for non-traditional students such as working-class women or men who may be the first in their families to attend college, the experience affords them the opportunity to bridge the gap between their past lives and their present ones, to reconcile their experience with the theoretical and academic world they have joined.

The college experience: Individualized or campus-based learning?

Designers of adult programs must pay serious attention to the question of creating an individualized, student-mentor system or a flexible but more standard campus-based program. Both options need to be evaluated from the student's as well as the college administration's point of view.

Perhaps the most significant reason for developing the individualized or off-campus model is the flexibility it can offer in meeting student needs. An individual working with a mentor can set his or her own schedule, work at home or wherever is convenient, and most importantly design a program specifically geared to individual needs. When taking a course is the best solution, the adult can enroll for that particular course and yet remain in control of the overall program.

In individualized programs, mentors are hired because of their commitment to adults. They usually work exclusively with adults, entering into an intensely demanding relationship with each student to provide both personal and academic counseling. Over time, this exhausting process can cause "burn-out," a situation in which the mentor is unable to function any longer in the prescribed role. A somewhat less intense one-to-one relationship

coupled with a positive group process and peer support system might lessen the pressure on the mentor and allow the mentor to focus more exclusively on the academic role.

From the point of view of the college administration, the individualized program is attractive because of it flexibility. The possibility of serving adults can be tested without tampering with the overall structure of the institution. As need arises, more mentors or faculty advisors can be hired while continuing the overall emphasis on departments and traditional-aged students. It is often easier to arrive at a peaceful coexistence in this way than to create a truly intergenerational program.

On the other hand, the campus-based model continues to offer such virtues as collegiality among students, opportunities for incidental learning from peers, and most importantly the opportunity to learn in a group from both the teacher and the rest of the class. These values often do not outweigh the advantages of implementing an individualized plan in a rigid college structure. In the long run, however, economic factors may dictate movement away from personalized programs.

In most cases where large numbers of adults are on campus, faculty adjustments have been slow but positive. Professors have learned that adults are usually very committed and hard working students. For those faculty who have resisted working with adults, workshops and opportunities to air their concerns have helped. In order for a good learning environment to be created, faculty must be comfortable with adult students as well as the reverse.

Should there be a different curriculum for adults?

Whether or not adults should be offered a separate curriculum from younger students is not a new question. In the late 1950's and early 1960's, programs such as the University of Oklahoma Bachelor of Liberal Studies were started with curricula designed specifically for adults. But since that time more attention has been focused on the delivery of services to adults than on the actual content of the curriculum.

Now many colleges are looking again at the content of their adult education programs and even more so at their approaches to presenting that content. Some institutions such as Clark University are beginning to find clues to understanding adult needs through recent studies of adult development patterns; they are designing components of programs around these findings. The individualized approach is being evaluated in order to determine what types of students can learn best on their own and what types of support and preparation others need.

Other programs are grappling with the question of whether adults need an inverted pyramid approach, as suggested by Elinor Greenberg of Loretto Heights. This approach moves from emphasis on detail and concrete knowledge to emphasis on theory, the opposite of the approach for younger students. The method is based on the premise that young people lack concrete experience and so tend to be willing and able to generalize, but adults who have had to pay attention to day-to-day living find it hard at first to pull back and create a theory based on these experiences.

In the years to come, many of these issues may be resolved. But in the meantime, the questions deserve and require the full attention of both adult educators and traditional faculty so that adults can be given significant learning opportunities. Adults are anxious to share the exciting promise of the liberal arts—will colleges fulfill this promise?

George Washington University

Continuing Education for Women

The Continuing Education for Women (CEW) center, a part of the George Washington University's College of General Studies, assists approximately 3,000 students each year by providing a comprehensive continuing education program designed for women interested in entry or reentry into education and careers. The center offers both women and men a variety of counseling programs, credit and noncredit courses both on and off campus, and career certification programs.

A survey conducted in 1964 of women enrolled in university programs revealed that many of them experienced problems with their own self-confidence, study skills, and general orientation to the university. At the same time, they expressed a need for autonomy, initiative, identity, and achievement in their own lives. In response to the problems identified by this survey, the CEW center was established at the university that same year.

As its first service, the CEW center instituted a noncredit, group counseling and career development course entitled "Developing New Horizons for Women," focusing on the examination of one's total life span in order to determine both short- and long-range goals and the procedures necessary to achieve them. This course, which remains the most popular of the center's offerings, integrates research from various disciplines to enable participants to understand women as a group and to relate information to themselves as individuals. Course content is presented through lectures, group discussions, guest speakers, and a series of psychological tests.

Near the end of the semester, each student meets with a staff member for a private counseling session to discuss her own plans in the context of the course material. Over 5,000 women from a variety of educational backgrounds have enrolled in this course since its inception. To broaden its availability, the course is currently offered at eleven different times and locations in the metropolitan Washington area.

The counseling activities of the center have expanded since 1964 to include such offerings as "Career Development for Men," "The Two Career Family," "Dynamic Aging," and "Recreating a Single Life." In 1971, a course similar to "Horizons" was begun for employed women interested in career advancement or new job opportunities.

In 1965, the center made possible the offering of selected credit courses during daytime hours at convenient locations for women. These courses were additional sections of classes normally offered only on campus. Some women have obtained bachelor's degrees on a part-time basis by

enrollment in off-campus courses. For others, the opportunity to enroll as non-degree students allowed women who lacked confidence in their abilities to prove to themselves that they could achieve academically. Students may take these courses without being degree candidates, with the option of credit transfer should they later choose to pursue a degree. Non-credit and enrichment courses, including LSAT review sections, were added in 1968.

As the CEW center staff became aware of the increasing number of women having liberal arts degrees but no currently marketable skills, they developed five career training programs. Each twelve-month course of study certifies its students for employment in such positions as fund raising administrator, landscape architect assistant, legal assistant, management specialist, and publications specialist.

The positive response of students and faculty to the center's activities has encouraged the expansion of programs and course offerings. A Master of Arts in Special Studies degree with a concentration in Women's Studies was developed, in cooperation with the Graduate School of Arts and Sciences, to meet the need for professional counselor-teachers who have an interdisciplinary background for counseling women. Since many women were unable to return to school because of financial problems, the center has assisted its students through counseling, scholarships, fellowships, and loan programs. An employment referral service is also available to ease the transition from home to career.

The results of an evaluation survey conducted in 1974 show that the center has been effective in preparing women to function better both at home and in their professional lives. The exposure to new ideas and opportunities, reinforced by the students' prior experiences, has enhanced their ability to operate as individuals in today's society.

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Stephens College
Stephens College Without Walls

Stephens College Without Walls, a part of the continuing education program at Stephens College, is an accredited liberal arts program leading to the associate and bachelor of arts degrees. The program, open to men and women whose life situations do not permit them to enroll in traditional residential programs, provides an educational structure for the serious, self-directed adult to develop a self-paced course of study which can be completed off campus.

SCWW began in 1971 as a member of the University Without Walls, a consortium sponsored by the Union for Experimental Colleges and Universities and funded by grants from the Ford Foundation and the U.S. Office of Education. Stephens developed its college without walls program originally but not exclusively for its alumnae to receive the B.A. degree, since only the A.A. degree was offered at Stephens until 1966.

Most of Stephen's course offerings are open to SCWW students, either on campus through the residential program, or through off-campus correspondence study. Students have two off-campus options: guided study courses, for which the contents and requirements are outlined in a catalogue of course offerings, or contract studies, in which the student designs a course to fit his or her specific needs. Special courses are often presented on campus for one or two weeks of intensive study.

All students entering SCWW are required to enroll in the Liberal Studies Seminar, an interdisciplinary course designed to overcome some of the problems experienced by the adult learner. By centering on the theme of the contemporary search for meaning in a time of rapid change, the seminar allows students to test academic skills in the supportive environment of the seminar, to clarify his or her own values or goals, and to plan the degree program. Each Liberal Studies Seminar is led by an instructor and a professional counselor from the Stephens faculty to help students assess personal needs, motivations, and career possibilities. Each SCWW student is also assigned a faculty advisor to assist in program planning and to identify the pace most appropriate for completion of the degree. Specific workshops within the seminar examine such topics as "How to Receive Credit for Non-college Learning," "Self-assessment and Value Clarification," "Learning Skills in Reading, Research, and Communication," and "Planning an Individualized, Self-paced B.A. Degree Program." The Liberal Studies Seminar, meeting every day for two weeks, is offered several times each year on the Stephens campus; arrangements can be made to offer the seminar in any area where 20 or more students wish to attend at the same time.

Although SCWW offers both the associate and bachelor's degrees, students have enrolled thus far only for the B.A. Forty courses, of which a minimum of ten courses must be taken from Stephens, are required for the B.A. Academic credit is awarded for learning which can be documented from past experiences, including formal education at another institution, personal activities, volunteer work, or regular employment. Credit is determined on the basis of an evaluation of a portfolio detailing these experiences. A fee is charged based on the credit to be received, although this application for prior learning credit can be withdrawn if the possible amount of credit is too small to warrant the proposed fee.

Besides the traditional courses of study in the arts and sciences offered to Stephens' residential students, SCWW has developed programs in counseling, education, and management for students to enhance or improve their career options. Stephens also has developed two specialized programs for persons in health occupations. In one, accredited record technicians are assisted in their preparation for the registration examination. The other program, for certified registered nurse anesthetists, awards up to 90 hours of prior learning credit. Both programs lead

to a B.A. degree, providing students with a strong science background an opportunity to broaden their studies in the liberal arts.

Stephens reaches out beyond the Columbia, Missouri area through an informal network of field representatives in six states. Composed of both graduates and present students at SCWW, this network provides information and encouragement for new students and often coordinates arrangements for classes held in their home areas. SCWW has a very limited program of financial aid, although a 25 percent tuition grant is made to students who reside within an eight-county areasurrounding the Stephens campus.

Approximately 600 people, 90 percent women, are currently enrolled in SCWW. Of the nearly 1,000 people who have enrolled since its beginning, 26 percent have received their degrees, 46 percent are currently taking classes, and 28 percent have become inactive. (This last figure includes inmates at a women's correctional facility who were enrolled under a pilot project which has not been renewed.) Financial pressures have been cited as the major cause of students discontinuing their studies. Motivation has rarely been a problem in this type of program, since most students are seeking answers to specific problems or needs in their classes. Overall, Stephens officials believe that the college without walls format has been successful in promoting the liberal arts among adult learners, particularly those in health services occupations.

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California State University at Long Beach
Adult Reentry Counseling

The growing number of adults enrolling at California State University at Long Beach has accentuated the need for special services directed specifically towards these students. Adult Reentry Counseling began in 1974 as the Office for Women Returning to Campus, a part of the university's Human Development Services/Counseling Center. Two years later, the office expanded to provide service to both women and men and its name was changed. Adult Reentry Counseling offers encouragement and support services for adults in transition, providing them with an opportunity to contact the university and explore the options open to them for further study or career change. The services are available both prior to and following enrollment in regular university classes.

The five-member part-time staff provides support in academic planning, orientation sessions, non-credit personal growth seminars, and a newsletter detailing university services directed at older students. Primary emphasis is given to counseling individual students. A recent survey showed that over 500 people had met with counseling staff members during the 1977-78 academic year; of this number over 80 percent were women concerned with job changes and career preparation or advancement.

Adult Reentry Counseling conducts orientation sessions in day and evening sections each semester to provide new students with information about the campus (including tours), registration procedures, and special services available at the university. Financial aid workshops assist students seeking ways to fund their education. Two group counseling workshops are being offered during the Fall, 1978 semester: "Personal Growth for Women," offered for both present and prospective students, and "Career/Self Exploration Group," designed to promote self-understanding for making career decisions. Other Adult Reentry programs are offered through the Continuing Education Office and include such courses as "Experiencing Your Valuing Process," "Life Planning Workshop," and "Beyond the A.A. or B.A.: What Next?"

Before each semester, Adult Reentry Counseling publishes the *Newsletter for Returning Adults*, which provides schedules and general information about its services. The newsletter was distributed to over 10,000 individuals during the past academic year. Adult Reentry Counseling also serves in an outreach capacity to the entire university by orienting the institution to the presence and concerns of the adult learner. In the past, Adult Reentry Counseling has provided a social setting for university administrators and faculty to meet adult students informally and discuss academic experiences and career options. A more formal series of monthly "brown bag" lunches for adult students has featured guest speakers from such departments as the School of Education and the Office of Career Planning.

In January, 1978, a "Women in Business" conference addressed the needs of women considering business careers, desiring upward mobility within their fields, or operating their own businesses. The conference, attended by over 300 women, was sponsored by Adult Reentry Counseling in conjunction with the Women's Council of the Long Beach Chamber of Commerce, the U.S. Department of Commerce, and the U.S. Small Business Administration.

Adult Reentry Counseling's efforts to ease the return of older students to the campus have been favorably received by its clients and by the university community at large. Students' evaluations have indicated that topic-oriented activities are ultimately more helpful to adult students than events which are primarily social; as a result, more activities of an informational nature are being planned. Adult Reentry Counseling also plans to increase its emphasis on career preparation and development to offset the shock of possible layoffs as a result of the Jarvis-Gann amendment.

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Wesleyan University

Master of Arts in Liberal Studies

Wesleyan University is a member of the Association of Graduate Liberal Studies Programs, an organization of 20 institutions having programs in graduate continuing education. The programs at these institutions offer interdisciplinary curricula which extend the liberal arts character of undergraduate education to the graduate level thus presenting an alternative to more specialized graduate courses of study. Students are offered a graduate degree which is non-professional in intent; that is, the programs are not designed to train students for particular vocations, to provide accrediting for a profession, or to prepare students for further graduate study. Rather, the students are offered a more structured but also a more unified liberal arts curriculum at the graduate level. The Association also promotes the concept of graduate liberal studies by providing a forum for information and idea exchanges among programs of related curricula, structures, and goals.

Wesleyan University, a member of the Association when it was formally established in 1976, offers a Master of Arts in Liberal Studies degree through its Graduate Summer School. The degree program itself began in 1952 as part of Wesleyan's commitment to the enrichment of teaching through the better education of teachers. The M.A.L.S. degree does not offer courses in educational methods or psychology, but is designed for those who wish to pursue their own subjects in depth or to broaden their academic backgrounds by beginning the study of new subjects. While the original emphasis of the program was on teachers, it has expanded to attract librarians, school administrators, and others for whom a graduate liberal-arts degree is appropriate.

The graduate liberal arts program offers two options, the Master of Arts in Liberal Studies degree and a Certificate of Advanced Study. The M.A.L.S. degree requires 30 hours of graduate study, with up to six hours transferable from other institutions. The C.A.S. option, open only to teachers, librarians, and school administrators, requires 30 hours at Wesleyan beyond the master's degree. Majors are designed to insure that each course of study is informed by a broader perspective—an historical, philosophical, or humanistic context — and vary in requirements within each department. Majors currently offered are in Art, Literature, Literature and Arts, Mathematics, Movement, Science, and Social Science. An Interfield major, which is individually planned, is available for those who have strong undergraduate concentrations in a specific area and who wish to broaden their knowledge in other fields.

Students normally complete their programs in four summer sessions. During this past year, a total of 105 courses and workshops were offered; 12 additional courses will be available evenings and weekends this fall. The Summer School has 68 Wesleyan and visiting faculty members for an average student-faculty ratio of 12 to 1. Most courses carry three credits, although a variety of one-credit breadth/enrichment courses are available. Six hundred students (including 70 advanced undergraduates) were enrolled in graduate liberal studies courses during the past summer; it is estimated that 70 prcent of those enrolled will complete their degree or certificate programs. The Graduate Summer School makes available a number of scholarships and loan programs to its students.

Wesleyan continues to expand its graduate liberal studies program in response to the requests and current needs of its students. Special programs for concentrated study in a single subject or group of related subjects have been designed for degree candidates as well as those seeking a coherent program for a single summer. Concentrations this past year included "Scientific Progress and the Human Condition," "Brecht and the Epic Theatre," and an overseas program in the geology and prehistory of central France. In keeping with its commitment to the improvement of teaching, Wesleyan recently hosted a Summer Humanities Institute for Teachers under the co-sponsorship of the National Endowment for the Humanities. Institute objectives included the strengthening of subject matter competence of experienced teachers, the encouragement of the humanities' integration with the sciences and arts, and the development of effective means for teachers to make the humanities relevant to their students. In the future, Wesleyan plans to expand its Science in Society curriculum, to increase the development of overseas programs, and to explore the possibilities of a Doctor of Liberal Studies degree.

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Indiana University at Kokomo

External Degree/Project Outreach

Indiana University at Kokomo, a regional campus of the I.U. system, provides campus-based educational services to approximately 2,000 commuting students from north-central Indiana. For those adults, however, who need a more flexible program to complete their college degrees, the School of Continuing Studies at I.U.K. offers two program options: the External Degree Program, available throughout the entire Indiana University system, and Project Outreach, an off-campus instruction program based at the Kokomo campus.

The External Degree Program has been a part of the University of Indiana system for the past two years and offers two degrees, an Associate of General Studies and a Bachelor of General Studies. Each degree is general in nature, intended for those who seek a degree in order to upgrade their current job positions. Credit is awarded through correspondence, television, weekend, intensive summer session, and evening courses, as well as credit transfer from other educational institutions. The General Studies degrees do not require specialization in any one subject. However, concentrations are offered on the

certificate, associate, and bachelor's levels in Labor Studies, a program developed to provide an understanding of the role and mission of organized labor in contemporary society. It is designed to prepare union members to participate effectively in the affairs of their unions and to assume leadership roles within them.

Sixty credit hours are required for the A.G.S. degree; 120 are required for the B.G.S. A maximum of 25 percent of the required credit hours can be received through demonstrated self-acquired competencies. Candidates for either degree must complete a minimum of 36 hours distributed among three broad subject areas: Social and Behavioral Sciences, Arts and Humanities, and Science and Mathematics. To ensure the broad nature of the degree, a maximum of 15 hours in any field will be accepted for the A.G.S. degree, and 21 hours for the B.G.S. Financial assistance, counseling, and career information services are available to all External Degree Program students on the same basis as on-campus students.

Project Outreach, now in its fourth year of operation at the Kokomo campus, is a non-degree program of credit and non-credit courses offered within a surrounding seven-county service region. Project Outreach is designed to make education more accessible to residents of this area and, as in the External Degree Program, uses newspaper, television, and home study methods of instruction. It differs from the External Degree Program, however, in that its primary function is to provide formal classroom instruction in the local communities. To key these courses to fit the particular requirements of each community, the university has developed local advisory committees composed of community leaders who periodically advise school officials of the educational needs in their areas. Students are allowed to register and obtain course materials locally rather than centrally on the Kokomo campus.

Over 700 students are enrolled in 60 Project Outreach courses this fall. Forty-five are credit courses similar to class sections regularly offered on campus. Some of these courses are occupationally oriented in such areas as health care management training and fire science technology. Others are general education courses in the liberal arts, including a self-contained home study course entitled "Introduction to Religion and Culture," based on the television series *The Long Search* (see *Forum*, March 1978). In this course, students have the option of attending supplemental discussion sessions on campus. Non-credit offerings include courses in real estate training, interior design, and estate planning. Continuing education units are given for off-campus nursing programs, in anticipation of future continuing education requirements for health care professionals. Because Project Outreach is not a degree-granting program, its students usually are those who enroll to satisfy their own interests or for personal development. However, school officials have noted that these students often become attracted to higher education after completing several courses and transfer their credits into on-campus or external degree programs.

The External Degree Program had encountered initial concerns that a general studies degree would compete with established options in liberal studies; however, the continuing level of enrollment in traditional programs has alleviated these fears. Project Outreach has become the model for similar programs at other Indiana University facilities. Both the External Degree Program and Project Outreach are successful examples of Indiana University's emphasis on flexibility of both place and process of instruction in order to serve the adult learner.

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Bunker Hill Community College
The Open College

The need for effective and economical programs which extend educational opportunities to adults often excluded from postsecondary education, has produced creative uses of resources outside of traditional institutions. The Open College, offering alternative educational opportunities at Bunker Hill Community College, recognizes the variety and quality of education being provided by various organizations and community service agencies in the greater Boston area. In order to take advantage of these resources, as well as to encourage their participants to continue in higher education, the Open College developed the Community Educational Services Program (CESP) to award academic credit for the learning provided by these courses. Funded in part by a grant from the Fund for the Improvement of Postsecondary Education, CESP also offers technical assistance to community-based programs in the design of educational and training activities. Typically these programs offer in-service training for staff, orientation of clients, services for affiliated groups such as board members, parents of children involved in agency programs, and community people indirectly affected by these programs. One hundred and thirty courses are sponsored by 30 community organizations and affiliated with CESP, ranging from clerical skills courses offered by the Boston Indian Council to early childhood development and day care courses at the Children's Day Care Center of Cambridge. Other courses include basic writing skills, sales training, and group communication.

The Open College contributes to the identification and clarification of educational needs, the organization of learning resources, and the establishment of criteria for student evaluation. The college supports the community as the community meets its own needs; the objective is not an attempt to mold these educational activities to fit the college's image, but to provide education most appropriate to the purpose for which it was designed. The final responsibility for course design and instruction rests with the community sponsor.

Students who successfully complete a course which has been evaluated and affiliated with CESP may apply to Bunker Hill for academic credit. The CESP approach complements other programs which also are designed to

recognize learning which occurs outside of the collegiate environment. But unlike programs for assessment of prior learning which focus directly on the individual and his learning experiences, CESP directs its assessment procedures to the effectiveness of certain planned learning opportunities in the community. CESP assists these community organizations in the planning of new programs as well as in the credit evaluation of existing programs. For new courses, CESP staff members aid the sponsoring organization in identifying instructional needs, developing appropriate educational experiences, and in processing paperwork for CESP certification. In accrediting existing courses, a faculty member from Bunker Hill evaluates the course material against such criteria as: the purpose of the organization's entire educational program; the instructional format and types of resources used in the course; the overall course design, including objectives, assignments, and evaluations; and instructors' qualifications. Newly accredited courses are re-evaluated after one year in order to assure their continued credit status.

Approximately 1,700 students enroll annually in CESP-affiliated courses. Fees are usually minimal; some agencies have sliding fee scales available, and many courses are free of charge. Bunker Hill maintains class lists from these courses so that, upon payment of a nominal fee, each student can establish a permanent transcript of credits earned through CESP. Interaction and cross registration of "campus-based" and "community-based" students is encouraged. In addition to the training seminars and workshops, many organizations make internships available to Bunker Hill students.

A communication network is maintained among participating organizations to provide the student body with supportive information and resources. The CESP *Resource Manual*, published three times each year, describes each cooperating agency and lists services, contact persons, and educational opportunities. A monthly CESP *Bulletin* reports news from the Bunker Hill campus and from the various community organizations.

The Community Educational Services Program has generated benefits for its participants behind the granting of academic credits. Many students, as a result of their participation in CESP courses, have been encouraged to enroll in degree programs at Bunker Hill. At the same time, CESP has provided Bunker Hill students with instructional opportunities which the college would not have been able to provide otherwise. A system for interaction has developed among similar sponsoring organizations, leading to cooperation in program, staffing, and financial concerns. Through the Community Educational Services Program, college and community personnel are discovering new working arrangements which help adult learners overcome the barriers to their continued academic, personal, and career development.

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College of New Rochelle
School of New Resources

The School of New Resources at the College of New Rochelle is a student-designed liberal arts degree program directed at an adult population that has not had the opportunity to begin or complete higher education. New Resources is committed to taking adult learners seriously. The school believes that teenagers and adults attending college have profound differences in their life experiences, giving adults an immense advantage in personal and social experience over adolescents. The School of New Resources originated as an attempt to meet adults on their own ground; it was formed with the belief that, without the inclusion of adults as co-determinants of their educational processes, no real or long-range success is possible in adult education.

The School of New Resources was formally approved by the College of New Rochelle in April 1972 and opened on two campuses the following September. The home campus is located at the College of New Rochelle; the Union campus is located in Lower Manhattan in conjunction with District Council #37 of the American Federation of State, County, and Municipal Employees Union (AFL-CIO), and limits its enrollment to union members. A third location opened in October 1973 at Co-op City, an apartment complex of approximately 54,000 residents in the North Bronx, where the curriculum emphasizes human problem solving. There are also four extension centers: a consolidated unit in the South Bronx, New York Theological Seminary in Manhattan, a program in the Bronx Municipal Hospital, and a series of day care centers in the Bronx. Present total enrollment is over 2,000 students. Almost 750 students have graduated from New Resources since its beginning; an average of 200 graduates per year is projected for 1978-1980.

The seminar method is employed in all courses. Core seminars, designed around subject areas already familiar to students, form the heart of the curriculum. All students are required to take at least one of these courses. Each core seminar is team taught, introducing new ways to understand familiar experiences both by enabling students to acquire analytic skills and by placing their experiences in a broader context. The interdisciplinary approach facilitates student exploration of topics beyond the confines of a single discipline. For example, psychology, cinema, anthropology, communications, and ecology are all incorporated into the study of "The Human Body." Similarly, a seminar on "Urban Community," based on the daily experience of metropolitan New Yorkers, examines their city from historical and social science perspectives. "Science and Human Values" assists in the demystification of science, enabling students to investigate the origins of contemporary technologies which affect their daily lives. The "American Experience" seminar explores familiar themes in American literary works by placing them in a social-historical context. The core seminars concurrently encourage students to develop knowledge in specific subject areas while introducing them to other disciplines.

Two of the seminars are not team taught. These are the entrance and exit seminars, "Experience, Learning, and

Identity" and "Designing the Future." The former introduces adult learners to a non-traditional college and to their new role; the latter enables the students near the end of their college careers to summarize and reintegrate the various topics and methods studied in an effort to coordinate them with life work and skills.

The seminar approach continues throughout the curriculum. Students are encouraged to become active participants in their own learning by devising new courses. In discussions with faculty, staff, and other students at curriculum development meetings, individuals propose the courses they would like to study. At the home campus, new course descriptions are then posted on the curriculum bulletin board and students sign up to indicate their interests. If enough students express interest in a seminar, it will appear in the next semester's catalogue. The extensive list of student-devised courses includes such topics as "Post World War II Black American Family," "Myth and Religion," "Handicapped Child in Society," and "Mathematics: A Reintroduction." The goal of the program is a learning community in which students exchange their traditional role for that of co-learner and co-teacher.

One hundred and twenty credits are required for the B.A. degree. In addition to core seminars and individually designed courses, students may elect to take courses offered in the Arts and Sciences division of the College of New Rochelle. Credits may also be earned through transfer or independent study. Also, New Resources awards academic credit for educationally valid life experiences in one of two ways: students may earn up to 15 credits through the CLEP examination, or a maximum of 30 credits via preparation and submission of a life experience portfolio to an evaluation committee.

The curriculum at each campus of the School of New Resources is thought of as an extension of its specific community. Each instance of the New Resources program demonstrates the ability of academic institutions to serve under a variety of local circumstances. Moreover, the liberal arts framework has been effective for New Resources because it presents an approach to the understanding and solution of human problems utilizing the diversity of its cultural and community resources.

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Bibliography

Burkett, J.E. "Higher Education's Growing Edge." *Educational Record*, 58(3), 1977, pp. 259-269.
Burkett discusses a variety of ways that colleges and universities can expand in the 1980's by developing part-time, adult education programs. After a discussion of the part-time student in general, Burkett focuses on the institutional need to create cost-effective programs in order to maintain the growing edge.

Chickering, Arthur W. *Education and Identity*. San Francisco: Jossey-Bass, 1969.
The author integrates previously underutilized research studies to show that the college experience does make a difference in human development. Chickering presents his findings in three sections: an overview of the young adult, a look at the conditions that affect student development, and a plan for action which can be taken to encourage development of persons—not products—out of higher education.

Hesburgh, Theodore M., C.S.C., Paul A. Miller, and Clifton R. Wharton, Jr. *Patterns for Lifelong Learning*. San Francisco: Jossey-Bass, 1973.
The authors begin with a broad look at such key issues as the nature of our society, curricula for lifelong learning, public policy, and the traditional view of lifelong learning. The last section uses Michigan State Unviversity as a case study to show how the lifelong learning concept can be incorporated into a university setting. The authors emphasize differences between adult education or continuing education and lifelong learning: the latter is a learner-centered approach, a state of mind of the population.

Jensen, Glenn S. "Will Adult Education Come of Age?" *College Board Review*, 106 (Winter 1977-78), pp. 8-12.
Jensen discusses five issues for improving adult education within the existing college/university context. These issues are: adequate programming for adults, commitment to adult education through increasing the amount of financial aid, reorientation of teaching methods to meet the needs of adults, developing adequate support services for adults, and adult education through alumni involvement. Finally, Jensen discusses the role industry might play in the adult/continuing education movement.

Lent, Richard. "Planning for Future University College Programs: A Cost-effectiveness Evaluation of Alternative Instructional Delivery Systems." University College of Syracuse University, N.Y., Sept. 1976. ERIC ED 142 195.
This paper is the result of a study of four alternative models for delivering continuing education services at Syracuse University. The models—live lecture, interactive instructional television, mediated self-instruction, and guided independent study—were compared in terms of instructional environment, faculty and student responsibilities, evaluation and feedback capabilities, instructional effectiveness, and long-term costs. A careful evaluation of the relative strengths and weaknesses of these models concluded that no one system was consistently best in all areas.

Seaman, Donald F. "Adult Education Teaching Techniques," Columbus: Ohio State University Information Series, number 110, 1977, ERIC ED 149 180.
After identifying common characteristics of the adult learner, Seaman explores scientific techniques that can be useful for teaching adults, ranging from brainstorming to role playing, from independent to programmed instruction. Without more research data, no one technique can be declared to be more effective than another. Seaman includes an extensive bibliography.

Shulman, Carol Herrnstadt. "Implementing Experiential Learning for Adult Students." *Research Currents*, (ERIC Clearinghouse on Higher Education), May, 1978
This brief report asserts the importance of experiential learning evaluation, not only for the access to higher education that it provides for adult learners, but also for the re-examination of the learning process itself which an institution is forced to undergo. The author specifically discusses the portfolio method of experience evaluation of prior learning. An extensive bibliography is included.

Siegel, Beatrice. "The 'Older' Student: Challenge to Academe." 1978. ERIC ED 149 835.
This paper examines the impact of the increasing adult enrollments in higher education, and stresses that the nature of the responses made by colleges and universities will determine the role they play in the "learning society." The author cites data to show that adults are no longer an adjunct to the student body but are in fact part of the mainstream; she outlines the implications as schools respond to the special needs of the adult learner. Various means are examined to modify an institution's philosophy, image, access, and levels of interrelation with adult students.

Sosidian, Carol P. and Laurie M. Sharp. *Guide to External Degree Programs in the United States - Spring 1977*. Washington: National Institute of Education, 1978.

Sosidian, Carol P. *External Degrees: Programs and Student Characteristics*. Washington: National Institute of Education, 1978.

Sosidian, Carol P. and Laurie M. Sharp. *The External Degree as a Credential: Graduates' Experiences in Employment and Further Study*. Washington: National Institute of Education, 1978.
These publications are reports of a study of external degree programs and the educational and occupational experiences of their graduates. The first two volumes deal with the characteristics of institutions and programs which offer external degrees at the associate and bachelor's levels. The third volume presents data compiled from graduates' perspectives on the value of such degrees. (Copies of these reports are free and can be obtained by sending a self-addressed, gummed label to Mr. Noel Vivaldi, Publications Management Division, N.I.E., 1200 19th Street, N.W., Washington, D.C. 20208.)

Vermilye, Dyckman W., editor, *Lifelong Learning—A New Clientele for Higher Education*. San Francisco: Jossey-Bass, 1974.
This collection of short articles presents arguments for viewing education as a lifelong process. In the first section, the authors discuss the concept of a learning market; subsequent sections examine both existing responses (learning contracts, modules, newspaper courses) and those projected for the future (passport arrangements and national counseling systems). The last section deals with changes in tenure, collective bargaining, and affirmative action in light of the new learning market.

The *Forum for Liberal Education*, published six times during the academic year, examines curricular programs and other academic activities at two- and four-year colleges, universities, and graduate and professional schools. The *Forum* welcomes contributions of information on topics for future issues: core curriculum, international education, integration of the sciences and humanities, academic advising, and student outcomes.